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ABSTRACT

An audiovisual (a/v) module for use in a family history course at Ricks College (Idaho) which was developed, implemented, and evaluated is described. The following procedures were used: current literature was reviewed, an instructional model was followed in developing and testing the audiovisual module, the media lab at the college was utilized for the development of the module, and the implementation and evaluation of the module was conducted using experimental and control groups. A pre-assessment test administered to students of two different classes showed that their knowledge and feeling for family history was on the same level of understanding at the beginning of the course. After showing the a/v module in the experimental class and using the lecture method in the control class, the post-assessment test was administered. Students who saw the a/v module scored significantly better on the posttest than did the students who were in the lecture class. Several recommendations emerged from the study: the module should be shortened and possibly put on videotape; further a/v modules should be considered; and results of the a/v study should be shared with other institutions. Four appendices include the instructional model on which the module was based, a copy of the preassessment test, the script of the audiovisual module, and a list of slide illustrations. (Author/LP)

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THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A SLIDE/TAPE FAMILY HISTORY MODULE FOR THE PERSONAL AND FAMILY HISTORY COURSE AT RICKS COLLEGE

CURRICULUM AND PROGRAM PLANNING

by

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Ricks College

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OAKLAND CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

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THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A SLIDE/TAPE FAMILY HISTORY MODULE FOR THE PERSONAL AND FAMILY HISTORY COURSE AT RICKS COLLEGE

ABSTRACT

At Ricks College, Rexburg, Idaho, a new course entitled Personal and Family History was introduced in the Fall semester 1982-83. With very little good material already available to use in the new course it was decided that some new instructional material was needed. The purpose of this practicum was to develop, implement and evaluate an audio/visual (a/v) family history module that would be used as an instructional unit in the new course.

The following procedures were used to accomplish the purpose of this study: (1) current literature was reviewed; (2) an instructional system model was followed in developing and testing the a/v module; (3) the media lab at Ricks College was utilized for the development of the module; (4) the implementation and evaluation of the a/v module was accomplished by showing the module in one class and using the lecture method in another class and then comparing the results of the same test administered to both classes.

The pre-assessment test administered to the students of two different classes showed that their knowledge and feeling for family history was on the same level of understanding at the beginning of the course. After showing the a/v module in one class and using the lecture method in the other class, the post-assessment test was administered. The students who saw the a/v module scored

significantly better on the post-assessment test than did the students who were in the lecture class.

At the conclusion of the study, the following recommendations were given: (1) the a/v module should be revised, to make it shorter and to correct some of the technical problems; (2) consideration should be given to putting the module on video tape; (3) consideration should be given to other possibilities for further a/v module development; (4) an investigation should be made to discover any workshops, seminars or other educational activities in which a greater expertise for a/v instructional production can be obtained; and (5) the results of this a/v study should be shared with colleagues at Ricks College, as well as at other institutions, with their critiques for improvement solicited.

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INTRODUCTION

Learning takes place in everyone's life every day. Often we hear old-timers say something like, "I got my education from the university of hard knocks." No one will dispute the fact that we learn from our daily experiences. However, learning can be facilitated as well as being made more effective under planned, well designed, and well-guided instruction. Otherwise the educational system, in which we place great value, would be in trouble. Gagne (1979:3) states, "Instruction is a human undertaking whose purpose is to help people learn."

In an effort to expand the learning capacity in the subject area of genealogy and family history at Ricks College, Rexburg, Idaho, a new course entitled Personal and Family History was introduced in the school year 1982-83. Obviously, as a new course comes on board, good instructional material to use must be found. This is not always possible, as Herman (1977:126) points out:

> There are thousands of available programs written by professionals for almost every subject, every kind of student, every learning level, and every classroom situation. But there is often a scarcity of good available programs, and in addition, extensive use of professionally produced programs is sometimes prohibitively expensive.

Such was precisely the problem: Very little, good material to be used in the course existed. A syllabus was developed to guide the students through the subject material, but more was needed.

The purpose of this study was to develop an audio/visual (a/v) family history module which would be used as an instructional

unit in the personal and family history course. The a/v module would be a presentation showing a brief history of a family. It was felt and thus stated in the practicum proposal, that this type of class presentation could be an improvement upon the present method of lecturing and discussing the affective domain of family history.

In order to develop a meaningful unit of instruction in the form of this module, a review of the literature was made in order to discover if a similar product existed. Appropriate curriculum development and a/v instructional materials were also reviewed. The instructional system designed by Herrscher (1973:16), which includes the elements of rationale, objectives, pre-assessment, learning activities, post-assessment, and revision was used in developing the module. The media lab at Ricks College was utilized in making the slides and the audio tape. The implementation of the module was accomplished by using the finished product during the Spring 1984 semester. Evaluation of the module was accomplished by showing the module in one class and using the lecture method in another class and then comparing the results of the same test administered to both classes.

BACKGROUND AND SIGNIFICANCE

Curriculum improvement is always on the forefront of educational concern across the country. Vernon Anderson (1965:v) stated,

> New influences and new forces in society have caused educators and scholars to examine both the process and content of the curriculum in order to bring them up to date with developments in the behavioral sciences and in the

> disciplines. The ferment in curriculum change is undoubtedly one of the more significant trends in education today as well as in the foreseeable future.

In an article dealing with changing fads in college curriculum, Leon Botstein (1982:28), president of Bard College, stated, "Today's students have little sense of the continuity between past and future." Many history teachers would tell us that studying history will link us with the past and help us solve problems of the future. And yet, the typical history class seems to be high on the "dislike" list of many high school and college students. Perhaps the problem lies with "uninspiring teaching" or "boring textbooks" as Commager (1966:72) suggests. Or, possibly the problem may be that history, which is often seen as being the study of kings, presidents and other persons or events of "note," appears to be irrelevant in the lives of many students. At any rate, the problem exists and it is real.

One way of helping to solve this problem lies in the teaching of family history and genealogy. This arm of history focuses on an individual's own progenitors, rather than on the national or international figures, and it automatically involves the interest of the student. Alex Haley (1977:92-3) stated,

> Family history moves students because it gives a sense of self, a sense of dignity, a sense of worth, and a sense of being part of. ... Fundamentally, all human beings have a psychic need to know who they are.

Bennett (1980:69) suggests that, "Genealogy is more than collecting names of one's ancestors. From it the students may obtain information which might help to document family history as well as learn a great deal about the history of the United States." Workman (1972:234) added, "Genealogy has proved to be a dynamic vehicle for generational

communication, as well as vital and relevant to the individual student trying to comprehend his total world of past and present."

Clifford T. Bennett (1980:68), an assistant professor of social studies at the University of Virginia, teaches history through family genealogy. He contends that genealogy can be used effectively to teach "cognitive and affective skills; local problems and issues; family development affected by historical events; and social science concepts."

In commenting on the increased popularity of family history generally throughout the country, Bitton (1980:1) pointed out that there has also been an increased involvement of family history curriculum on the college campus in recent years. He said:

> Simultaneously, the expansion of family history as a field continued within history departments of colleges and universities. Having made an original appearance in the early 1970s, family history as a university-level course was taken up by institutions one after another, until it is estimated at present that there must be something close to four hundred such courses. In 1976 the Journal of Family History published its first issue--a good indication that the field had come of age professionally.

At Ricks College genealogy has been a part of the curriculum for many years. However, a new course entitled Personal and Family History was introduced in the school year 1982-83. In this course the students focus on collecting and compiling the history of their families. Inasmuch as this was a new course, instructional materials needed to be developed. A major question was considered: What type of instructional materials are needed? Gagne (1979:3) said, "Instruction may include events that are generated by a page of print, by a picture, by a television program, or by a combination of physical objects, among other things." It was decided to produce

a slide/tape presentation that would not only teach students what family history was, but it would also serve as an example of a finished product as they attempted their individual family histories. With an effective model to follow, the students' educational experiences in this course at Ricks College could be enhanced.

An effective audio/visual presentation can have a major impact upon students. Brown (1973:2) explains that "creative uses . . . of media will increase the probability that your students will learn more, retain better what they learn, and improve their performance of the skills they are expected to develop." Dale (1969:140) pointed out the validity of using a/v materials in the classroom when he said:

> Clearly, a good deal of evidence from research supports a general conslusion we have already made: Properly prepared audiovisual materials can help us teach our subject matter with increasing effectiveness at all levels of learning. The fundamental idea of audiovisual instruction, then, is no longer on trial, just as education through textbooks and laboratory techniques is, practically speaking, no longer on trial. We use audiovisual materials confidently as part of a modern educational system.

Since the determination of what should be learned and how it should be learned is pretty well left to the educators and the legislatures of today, curriculum and program planning can be a volatile subject. And yet it has grown greatly, and it is on the forefront of educational concern. The matter of relevancy of education is as great as it has ever been. Cook (1981:1) points out that curriculum development has a potent influence and therefore should not be carried out impulsively. He added, "The process must be deliberate, well thought-out, carefully planned, and in a democracy, have input from a variety of groups, especially students and other representatives of our society."

PROCEDURES

In order to accomplish the purpose of this study, the following procedures were implemented:

1) A search of the literature was made to discover if a similar a/v family history module existed.

2) A review of pertinent literature dealing with curriculum development and a/v instructional development was done.

3) The instructional system designed by Herrscher (1973:16), containing the six steps of rationale, objectives, pre-assessment, learning activities, post-assessment, and revision, was used in developing and utilizing the a/v module.

4) The a/v module was developed by using the media lab and recording room in the Ricks College Learning Resources Center (LRC). The subject used for the module was the ancestral family of Neal S. Southwick.

5) Implementation of the a/v module was accomplished by using the finished product in a personal and family history class during the Spring semester 1984.

6) Evaluation of the a/v module consisted of the following parts: (a) two separate classes were used in testing the module; (b) a pre-assessment test, as required by the Herrscher (1973:16) model was administered to both classes; (c) the presentation consisted of using the a/v module in one class and then using the lecture method in the other class; (d) the post-assessment test was given in both classes following the presentation and the results were compared.

7) Group student interviews to evaluate the a/v module, as outlined in the practicum proposal were not held. It was felt that inasmuch as the module was produced by the instructor of the course, the students comments, either to the instructor himself or to another interviewer, could only be positive and therefore biased. However, with the pre-assessment test, the post-assessment test, and the comparison of the results between the two classes, it was felt that a good evaluation of the module had been done and the student interviews were not necessary.

8) Some of the limitations of the study include: (a) limited access to some family photographic material; (b) some technical problems due to amateur skills in photography and audio reproduction; (c) the final product turned out to be longer than the original design had planned. The goal, to keep the final production to twenty minutes, was overrun by eight minutes; (d) more time was needed for selection of background music; and (e) a critique of the presentation by other instructors of family history previous to classroom use could have proved valuable.

RESULTS

A review of the literature produced no similar a/v family history presentations. However, about three years ago there were several a/v family history presentations on display in Salt Lake City, Utah. They were not produced for a college course, nor would they fit the purpose of the one for which this practicum was developed. Also pertinent literature dealing with curriculum development as well as a/v instructional development was reviewed.

It was discovered, however, that the media specialists in the Ricks College media lab were far more helpful in the technical aspect than was the literature.

In planning and developing the a/v module, Herrscher's (1973:16) six step instructional system was used (see Appendix A for a copy of the model of this system). The six steps of this model are rationale, objectives, pre-assessment, learning activities, post-assessment, and revision. The rationale for this project was to have an effective instructional unit from whence students could learn that family history is more than genealogy and from whence they could obtain a feeling that there is value in compiling family history. The objective then was to develop an a/v module which, after having been viewed by students, would help to explain the differences between family history and genealogy. Students should also have gained a deeper appreciation for their ancestors.

To accomplish the pre-assessment, a test was administered to both classes of personal and family history (see Appendix B for a copy of the pre-assessment test). As can be seen in Table 1 below, performance on the pre-assessment test was nearly equivalent for both classes. The critical value of t for .05 level of statistical significance with 30 degrees of freedom is 1.697 (Ferguson 1976:487) and this comparison produced a t value of only .0465 for 32 degrees of freedom. This indicates no significant difference and that both classes were on the same level of understanding of family history as they began the course.

Table 1

Sample size, Means, Standard Deviation, and t Value of Pre-assessment Test

Class	Sample size	Means	Standard Deviation	t
1	14	6.07	1.21	.0465
2	20	6.05	1.39	

The a/v module was developed in the media lab at the Ricks College LRC. Charts and signs were drawn up, maps were written on, pictures from library material were selected, and family photographs were collected. One hundred and sixty slides were made for use in the module. The script was written and recorded on cassette tape using the recording room of the LRC. Four different voices were used; three insert parts spoken by David Gardner, Simon Walls and Lynn Benson; and the narration by Neal Southwick. Following the voice recording background music was added to the tape. The entire production lasts approximately twenty-eight minutes (see Appendix C for a copy of the script and slide illustrations).

Using the finished module in the classroom was the next step. Two classes of Personal and Family History were being taught. Therefore one section was the control group where the lecture method was used and the other class became the experimental group where the new a/v module was shown.

Evaluation of the a/v module consisted of administering a post-assessment test to both classes and comparing the results

(see Appendix D for a copy of the post-assessment test). As can be seen from Table 2 below, the results of the post-assessment test comparison were vastly different. The class viewing the a/v module scored significantly higher than the other class. The critical value of t for .05 level of statistical significance with twenty-seven degrees of freedom is 1.703 (Ferguson 1976:487) and this comparison produced a t value of 6.690. This indicates a significant difference between the two classes.

Table 2

Sample size, Means, Standard Deviation, and t Value of the Post-assessment Test

Class	Sample size	Means	Standard Deviaiton	t
1	13	4.08	1.85	6.690
2	16	7.44	.73	

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Discussion

Kemp (1971:iii) stated that, "Planning for student learning should be a challenging, exciting and gratifying activity." The development of the family history a/v module fits this description perfectly. It was not only challenging and exciting but it also fit another of Kemp's (1975:7) descriptions:

Audiovisual materials of any type can be planned and produced,

whether they will be part of an application of an instructional-design plan or individual entities of their own.

The a/v module was also accepted very enthusiastically by the students, several of whom verbally stated that they really enjoyed it. A few days following the a/v demonstration, the control section viewed the module and they felt they had been cheated by not seeing it first before they had to respond to the post-assessment test. This reaction points out that a/v can be effective and have an impact upon the learner if, as the literature states, it is done right. Audio visual in and of itself will not solve the problem that exists in curriculum and program planning in higher education, but as this study seems to support, a/v ought to be a major consideration on the local level when planning and developing instructional material.

This study was designed to not only give cognitive value to students but also to produce a change in the affective domain in that students might come away feeling that family history was exciting and that they could do something with their own. The results of the post-assessment test seem to indicate that this was true. Almost without exception the answers to the questions from the a/v module class were extensive and with feeling whereas the responses from the lecture class were shallow and did not exhibit many feelings. For example, the students who viewed the a/v module responded very enthusiastically to question #7 which asked: Have your feelings of family history been changed in any way by the class presentation?

Implications for Ricks College

To be exciting and stimulating, family history needs to be visual. Not only is it valuable to show a class what a completed family history presentation looks like, but student follow-through then becomes the critical issue. Student projects can be implimented with the a/v from this study serving as the model. Spin-off projects can also be considered such as oral interviews with older family members, a written history rather than a/v, visits to family members that might not otherwise be done, discovery of the origin of the family surname, or learning about the localities in which ancestors once lived.

The study also showed that more could be done in this area. The a/v module constituted only one instructional unit for the course, Personal and Family History. Perhaps a series of modules might be appropriate. The possibilities that this has opened for illustrative purposes in The Introduction to Genealogy course (which is a separate course) are also considerable.

One of the goals of higher education, and of Ricks College, is to enrich the lives of students. The results of this study have shown that the a/v module can do that. It also has the potential of bringing revelancy of the subject into the lives of the students.

Recommendations

Since the initial study and use of the a/v module, the following recommendations are given:

1) Revise the a/v module in the following ways: (a) cut

more of the factual or statistical data from the script; (b) re-do the dubbing of the voice inserts; (c) have colleagues check script for accuracy; and (d) make module fully automatic so another faculty member who is not familiar with it could use it in class.

2) Consider putting the module on video tape for more universal use.

3) Consider other instructional units within the Personal and Family History course that could benefit by being on a/v.

4) Consider the a/v possibilities in the Introduction to Genealogy course.

5) Share this a/v study with colleagues at other institutions.

6) Investigate workshops, seminars, or other educational opportunities in which to gain more expertise in photography, audio recording, and a/v production.

7) Investigate the possibilities of any grants or awards given which could lend support to efforts of this type.

With effective instructional material available to teachers in the classroom, the educational experience of students should be enhanced. The best aid available still cannot do the teaching itself. It must be used properly and appropriately by a skilled teacher to supplement his/her basic teaching approach. With this foundation, teaching aids, particularly audio visual materials, can and will be an enrichment to students.

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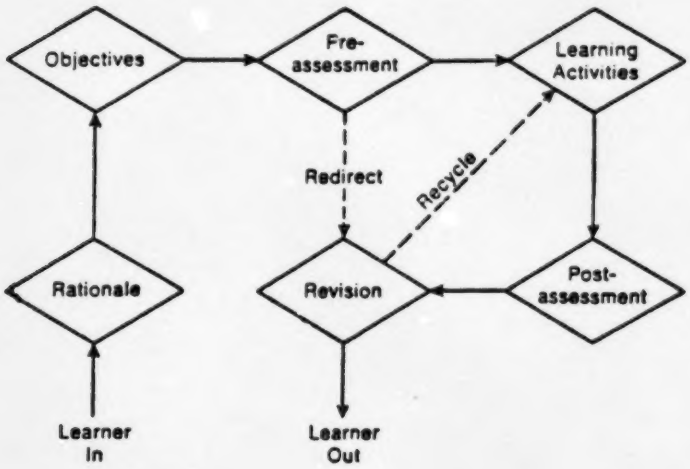
APPENDIX A

Herrscher's Instructional Model

Although the systems approach to instruction is a comparatively new concept to many educators, it does not represent new thinking. Ralph Tyler conceptualized such an approach to instruction as early as 1935. Shortly thereafter the military demonstrated the feasibility and effectiveness of this approach. Recently, the field of education has seriously considered its implications and applications and has begun to implement systematic approaches.

The systems approach as conceptualized here [1] involves six basic steps: (1) rationale, (2) specific instructional objectives, (3) pre-assessment, (4) learning activities, (5) post-assessment, and (6) revision. These steps can be combined to produce a viable and efficient learning system where success can be demonstrated by measurable learner achievement.

An Instructional System



The view of an instructional system shown here is at the operational rather than the theoretical level. In essence, it is a map that charts the

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A Systematic Approach to Instruction

Barton R. Herrscher

APPENDIX B

Pre-assessment Test

PERSONAL AND FAMILY HISTORY

PRE-ASSESSMENT

NAME_____ CLASS TIME_____

1. What is Family History?

2. What can Family History do for you?

3. What kind of information is part of Family History?

4. Briefly describe the relationship between genealogy and Family History?

APPENDIX C

A/V Script and Slide Illustrations

A/V MODULE

SOUTHWICK FAMILY HISTORY

Introduction

(1) Hello, I'm Neal Southwick. One of the most fascinating hobbies to come along in years is digging up one's family roots. It really isn't a new hobby as thousands of people have been doing it for many years. However, only recently has it come into worldwide notice and acclaim.(2) Alex Haley's "Roots" as well as the American Bicentennial played a critical part in the skyrocketing of its popularity. It is no wonder that it has had a lasting effect.(3) Who is not interested in their forebears, where they came from, what they did, how they lived and the local circumstances that surrounded them?(4)

I'm not only talking of genealogy, but more importantly the expanded activity of family history.

Traditionally (5) genealogy has been the accumulation of the basic facts of names, dates, places, and relationships--merely the process of identifying ancestors. The concept of family history expands that process (6) into turning our progenators into real flesh and blood people. We must find out not only who they were, but what they did and why; not only when they were born or when they died,(7) but what was it like to live during their time period and what was going on in the locality where they were living.(8)

Family history is more than genealogy. Let me show you

what I mean. First, here is the genealogy of the Southwick family:

(9)Samuel Southwick was christened on 7 February 1776 at Halesowen, England. He was the son of John Southwick and Grace Davenill. He married Ann Holloway on 7 May 1805 and they had five children. He died on 9 December 1846 at the age of 70.(10)

Samuel's son, Joseph Southwick, was christened on 27 December 1809 at Madeley, England. He first married Mary Ann Martin on 9 June 1828 and they had five children. Mary Ann died in 1846 and Joseph married again to Mary Walters and they had one son. Joseph died at the age of 40 in 1849 after emigrating to America.(11)

Joseph's son, Joseph Southwick, was born 7 June 1847 at West Bromwich, England. He married three times to Elizabeth Susanna Northen, Louisa Mariah Shupe and Agnes Harriet Waldram. He had nine children in all and died at the age of 82 in 1929.(12)

Joseph's son, William Isaac Southwick, was born 2 July 1882 at Ogden, Utah. He married four times to Mary Louise Campbell, Jennie Mae Ellis, Sarah Rebecca Wadman, and Birdie Josephine Davis. He had ten children and died at the age of 93 in 1976.(13)

Now, let us see the history of the same family and see if that doesn't have more meaning and feeling for you.(14-21)

Body

The (22) Southwick family trace their origins to England, a tiny country, but one (23) that became the dominent power throughout the world during it's prime. Its modern history is over (24) 900 years old dating back to William the Conqueror in 1066.(25)

The country was mainly agricultural until the 18th Century when the industrial revolution began (26) and eventually changed the focus of commodity production and distribution in the entire world.(27) Now there is a great deal of industry throughout the country.

(28)England has always been ruled by Kings and Queens. Even today, though the responsibilities and duties are different,(29) England maintains a monarch on the throne. The Church of England is the established church and prior to 1689 everyone was required to belong to it.

(30)One of the earliest known Southwicks was a William de Suthewyk who lived in Huntingdonshire in 1273. Though the spelling of the surname is different, we need to realize that spelling standards are of modern origin. From 150 years ago and earlier, it was very acceptable to spell surnames, along with all other words, differently.(31) There have been found at least 25 variations of the spelling of the surname Southwick. There will no doubt be more found as research continues.(32) The name Southwick is a place name and means, "the South Dwelling" or "the South Farm." South, of course, meaning a direction and Wick is an early English name for "dwelling" or in some areas "farm."(33)

Though the history of this specific Southwick family dates back to 1703 with the marriage of William Southwick and Mary Butler,(34) this illustrated family history will begin with Samuel Southwick born on the eve of the American revolution in 1776 and ends with the death of his great-grandson, William Isaac Southwick, who died 200 years later in 1976.

(35)Samuel Southwick was born in Halesowen, England, in February 1776.(36) Halesowen is situated in the West Midlands just on the southern edge of what is now called the Black Country.(37) Halesowen has existed for a long time. It is mentioned in the Doomsday Book of 1086 simply as Halas.(38) Modernization has taken its toll and today it is a very modern town.(39) Nearly none of the ancient buildings are still in existence.(40) The Parish Church with parts of it dating to 1390 is one of the oldest still standing.(41) The oldest house still in existence is one bearing the name of "Whitefriers." It was built in 1325. In later times when iron began to be abundantly produced in the Black Country,(42) Halesowen became noted for the quality of nails and chains that were hand-forged in the many little home-shops.

Up until Samuel,(43) the family had lived in Halesowen for over 100 years. But Samuel was to change that. Whether he had more of an adventurous spirit than his predecessors or whether he was forced by economic conditions to move is not known.(44) At any rate he broke with 100 years of family continuity and left the Halesowen area. Though he married a local Halesowen girl, Ann Holloway,(45) they didn't marry locally, but rather they went to Kingswinford, an early Southwick (46) stronghold, 7½ miles northwest of Halesowen; as indicated by the red arrow.(47) They tied the knot on 7 May 1805 at the Parish Church. Their next move was more dramatic.(48) They left the entire area going west into green and beautiful Shropshire.

(49)Samuel and Ann first selected the town of Madeley in which to settle. Madeley had a mixture of agriculture and

industry.(50) Not far from Madeley is located the famous "Iron Bridge." This was the world's first constructed iron bridge, built in 1779. It was here in Madeley that their first (51) son, Joseph, who would in his adult life emigrate to America, was born.(52) He was christened at the Parish Church on 27 December 1809.(53) The young family soon moved again. This time just two miles south to Sutton Maddock, an all rural and farming area.(54) They may have come to Sutton Maddock because of Samuel's older brother, Thomas, who had previously made his home there.(55)

It was here in Sutton Maddock that several important and critical events took place. Two more children were born to Samuel and Ann: Edward in 1811 and Mary in 1813.

Besides the joyous occasions of these additional children coming into the home, Samuel had to experience some heartache and despair.(56) His lovely wife of only ten years was laid to rest on 4 January 1815.(57) Then his oldest daughter, Sarah, also died just days later and was buried on 11 January 1815. Both were buried in the church yard of Sutton Maddock Parish. After these saddened events, it is not surprising to find Samuel on the move again.(58) The move was back toward his native area, settling in Dudley just 4½ miles north of Halesowen.

During this (59) period Dudley was a center for the iron making industry with foundries, furnaces and collieries spotting the area.(60) The area surrounding Dudley was called the Black Country because of the blackening effect which the soot and smoke left in the air and on the ground.(61)

Samuel Southwick and his family lived in Dudley for about

25 years. And though it is not know whether he or any of his children ever worked in any of the iron works, collieries, or mines that were so prevalent, it would be surprising had they not worked in some of them at one time or another.(62) They did start into the shoe-making business by 1837, if not earlier. When Samuel died in 1846 at the age of seventy, his occupation was listed as "cordwainer," which means shoemaker.(63)

Samuel and Ann's child of interest to us is Joseph. Joseph was much like his father, Samuel, in the sense that he did not stay in one place throughout his life.(64) Being only about seven years old when the family moved to Dudley to live,(65) Joseph grew up amidst the Black Country industrialization. He began his own family life there at the early age of 18 (66) when he married a girl named Ann Martin on the 9th June 1828 at the parish church in Dudley. They had four children born to them while living there. During this period (67) living conditions in Dudley were on the decrease, as might be expected for a rapidly growing industrial town. With the poor conditions, sickness, disease and death (68) were always present. During this time period a statement of these conditions by William Lee, the Superintending Inspector of sanitary conditions in Dudley is as follows:(69)

> The gloom which overhangs Dudley and the surrounding district, from the smoke of its mines and works, is dismal to the eye; but a gloom of a more fearful character, to the eye of the mind, rests upon the district when the average age at which all the inhabitants die is considered.(70)
>
> In Dudley only about three out of every ten human beings born into the world survive to years of maturity, while at the present time, in districts containing more than 1,000,000 inhabitants, about two-thirds of all born grow up and become men and women.

> I am acquainted with no parallel to the case of Dudley where in a population of between 30,000 and 40,000 persons,(71) seven tenths of the deaths for the last ten years have been of persons under the age of 20 years. So far as the duration of life therefore is concerned Dudley is the most unhealthy place in the country.

Inspector Lee illustrated (72) his claim by pointing out that the average age of death in Dudley was only sixteen years and seven months. In the more healthier places of England the life expectancy was two and a half times that in Dudley.

(73)While living in Dudley under these conditions, Joseph Southwick and his family had their first encounter with cholera, as an epidemic spread the area in 1832.

Dudley was not an (74) area of cleanliness as testified to earlier by Inspector Lee. Therefore, Cholera went unchecked until it ran its course. A reporter for the local newspaper, The Christian Observer, in 1833 told of the quickness of its devastating effects:(75)

> On the 10th, the death of George Guest, a miner, aged 57 was attended with the following circumstances: - His wife, Margaret, was staying at Birmingham when he was attacked; it was in the night, and his landlady, Elizabeth Share, living at the next door, and hearing the poor man fall out of bed, went to assist him. The next day she was seized, and died on the 12th.(76) Ann Ames, Elizabeth Share's neighbour, went to visit her; on the 15th she was seized, and died on the 18th. Ann Holmes, a neighbour of Ann Ames, went to nurse her; she died on the 26th.(77)

The Southwick family escaped this first exposure of the dreaded disease. Joseph was not so fortunate in later years as his second exposure to cholera was fatal to him.

Joseph apparently became dissatisfied (78) with the Church of England and their cold, ritualistic religion as he and his young family joined the more exciting and emotional sect of Methodists.

(79)Their second child, Samuel, was christened in the Methodist Church on King Street in Dudley in 1835. Joseph was not only seeking for a change in religion, but apparently he also was ready for a change in scenery.(80) In 1840 or 41 the family left Dudley and moved to West Bromwich, another Black Country town just 3½ miles away.

It was the abundance of broom in the area (81) that gave the place its name. It was the Saxon "village of the broom" or Broomwich. Later the name became Bromwich and the prefix "West" was added to distinguish it from Castle Bromwich on the other side of Birmingham.(82)

From the time of Domesday Book, when it had 70 inhabitants, West Bromwich remained a small self-supporting agricultural community until the 17th century (83) when local people in their cottages, began to make nails and gun locks.(84) Soon ironworks were founded, coal was discovered, roads were (85) improved and canals were built. These changes led to the establishment of iron melting forges,(86) furnaces and foundries and to the labeling of West Bromwich as the "Chicago of the Midlands."

(87)Here in West Bromwich Joseph and Ann's last child, Sarah Ann, was born in 1843. Of the children, Samuel and Sarah Ann both died young.

In 1840 (88) the gospel of the restoration was being preached in the Black Country area. Only three years previous the Mormon Missionaries first stepped foot in Britian, and with much success the church had grown.(89) Joseph and his family joined the church as well as his father Samuel and his brother Edward and his family.

Besides the saddened events (90) of losing two of his children, Joseph's wife, Mary Ann, died on 10 May 1846. He didn't remain single very long (91) as he married his second wife, Mary Walters, three months later. Mary was a widow and brought with her to this marriage a young son, George, who had been born about 1845. Joseph (92) and Mary Walter's only child, whom they named Joseph, was born in 1847.

At this time (93) the church leaders in Utah were advising the Mormon converts to emigrate to "Zion." The Southwicks (94) decided to heed the call. They left West Bromwich and headed for Liverpool to catch their ship for America.(95) This was the port from which many of the English people set sail for the West.

(96)They sailed on the 13th of February, 1849, on the ship "Ashland" and after spending nine weeks at sea they arrived in New Orleans on April 18th.(97) The arrival of an emigrant ship was a joyous occasion not only by those who endured the long journey, but also by friends and relatives who were there to meet them as they arrived.

After taking care of whatever business needed to be done in New Orleans,(98) the family headed up the Mississippi River to St. Louis. It was during the first two weeks of their arrival that the family once again encountered the (99) dreaded disease of cholera. This time Joseph contracted the disease and died.

Joseph had been the stablizing force between his three older children and their stepmother.(100) Now with him gone, there was nothing to keep them together so they split up. Mary Walters Southwick kept her young sons, George and Joseph, with her.(101)

They went to Council Bluffs, Pottawattamie County, Iowa and were there until June 1852,(102) when the Council Point Branch Company, of which they were a part, left for Utah. Not long after their arrival to the great Salt Lake, on 6th February 1853 (103) Mary became a plural wife to Stephen Luce. She lived only two years longer,(104) leaving this life as a young mother of 36 years of age. She died on the 23rd June 1855.

Following his mother's death,(105) young Joseph, age 8, continued to live with his step-father, Stephen Luce, in Salt Lake City. He remained there (106) for another five or six years and then, according to family tradition, because of being mistreated by the Luce family he left and began his own life.

In August 1868 (107) Joseph married his first wife, Elizabeth Susannah Northen. They moved to Plain City where their first (108) child, Sarah Elizabeth, was born in September 1869.(109) A year later Joseph bought some land expecting to settle down more permanently. However, he was to experience more of the heartache and despair of which he had by now already received his fair share.(110) His young wife, Elizabeth died in November 1870. The next spring he sold his land in (111) Plain City and moved into Ogden, Utah.

With time healing the wounds, five and a half years later,(112) Joseph married his second wife, Louisa Mariah Shupe, on 6 March 1876. They lived in Ogden where their first six children were born.(113) In 1890 the family moved to Liberty where the other two children were born. One child, Etta Annis, died before her first birthday.

(114)While living in Liberty, Joseph applied for and received United States citizenship on 28 July 1906 at the Weber County Courthouse. He had several occupations and skills; among them (115) were farmer, blacksmith, carpenter, sawmill operator (116) and 20-Mule-team wagon freighter.

In 1908 Joseph faced more tribulation when his second wife, Louisa died.(117) He married a third time in 1916 to Agnes Harriet Waldram. This apparently was an unhappy experience, and it did not last long. They were divorced in 1919.(118)

By 1917 all of Joseph's children were married and he spent the remainder of his years living with various ones.(119) He died in 1929, while living with his daughter, Louisa Ellis, in Clark, Idaho.(120) He was buried back home in Liberty.

(121)We now focus upon Joseph's son, William Isaac Southwick. He was born (122) in Ogden, Utah on July 2, 1882. Utah had not yet been admitted to the union primarily because of the practice of polygamy among the Mormons.(123)

When William was still a lad, the family moved from Ogden to Liberty where his father homesteaded a one-quarter section of land.(124) Liberty is situated over the mountains east of Ogden city in what was called Ogden Valley.(125)

As a boy William led a life typical of other youths of this time period. His life was filled with <u>much</u> work, <u>some</u> schooling and fun whenever he found the opportunity.(126) He attended school quite regularly until the age of twelve. After that, he only attended in the winter months.

As a teenager,(127) William met a lovely girl named Mary

Louise Campbell. They attended the same school and had many opportunities for building a friendship.

On the 19th of January 1904,(128) they went to Salt Lake City by themselves to be married in the Temple. The events of that night showed the character they had developed by being obedient to the gospel principles which they had been taught by their parents. This is what happened, as told by William:(130)

> "When we went to Salt Lake to be married, we had to go the night before and stay at a hotel. We stopped at the first place we saw after we left the train depot. It was late at night. She was afraid to be separated from me, so we got two rooms with a door in between. I teased her and asked her if I could take her stocking off. She quickly told me she was going to the temple with freedom of conscience. I went to my room and turned out my light and sat on the edge of the bed with the light switch in my hand. When she turned out her light and opened the door in between, I switched my light on. She stood there in her night gown and was so embarrassed that she ran and jumped into her own bed."(130)

They were married and sealed the next day.(131) Over the next twenty-one years they had ten children, eight boys and two girls.(132) One daughter, Veda, lived only a few hours after birth and one son,(133) Glen Warren, lived only three weeks.

William had (134) learned many skills as he was growing up. As a married adult he engaged in several occupations and businesses. Perhaps his most prolific and exciting occupation was in the sawmill business.(135) In 1942 William and his seven sons joined together to form the "William I. Southwick and Sons" sawmill. Their mill was located on North Harrison in Ogden. They logged out of Monte Christo during the summer months and cut the lumber during the winter and spring.(136)

During the summer of 1948, the mill was moved to Willits,

California, where there was an abundance of timber.(137) The sawmill business in California was very successful. They bought their timber from others and were able to cut lumber the year around.(138) The main saw of the mill was powered by a P-38 fighter-plane engine which ran on butane gas.

(139)In 1954 the mill was sold and one of the best experiences any family could have came to an end. William was financially well-off (140) enough to retire. He returned to Utah and built them a new home on the small acreage on North Harrison in Ogden.(141)

Louise lived only four years longer, having been afflicted with diabetis for many years. She died on 16 March 1958 and was buried in the Liberty cemetery.

(142)William married a second time to Jennie Mae Ellis in May 1959. This marriage lasted only three years as Mae died in September 1962.

(143)He married again in June 1963 to Sarah Rebecca Wadman. This marriage lasted nearly eight years before Sarah died in January 1971.

(144)William was 88 years old when Sarah died but was not content to finish his life alone. His philosophy was that marriage was ordained of God and that men and women should not live alone. Against the wishes of his seven sons, William took a fourth wife on his 89th birthday.(145) On 2 July 1971 he married Birdie Josephine Davis in the Logan Temple. It didn't take his children long to realize that he had done the right thing.

(146)One of the most traumatic experiences of William's life came in 1923 when he got blood poisoning from a scratch on

his hand. First he lost a couple of fingers because of the infection. Then eventually his left arm was taken off just below the elbow. He never complained about his handicap.(147) He had an artificial arm with a working hook on the end fitted to him. He managed to chop wood, pitch hay, milk cows, do carpenter work, and do all the fixing type jobs that he had been used to doing.(148) After nearly 94 years of a long and faithful life, William Isaac Southwick passed away on May 16, 1976.

(149)This has been a brief story of four generations of Southwicks covering two hundred years, two continents, three religions, eleven wives and thirty children. After all is said and done, the experiences one has and the family members he acquires are the only lasting possessions he may keep.

Conclusion

(150)See what I mean? You have just witnessed a brief history of one family and it illustrated the difference between the genealogy and the history of the family. From this demonstration you should understand four (151) major values that can come from family history.

1. It tells us what people were like.(152)
2. It tells us what life was like for them.(153)
3. It can help us appreciate our forebears.(154)
4. It can give us a personal tie with the past.(155)

If for no other reason than giving us an appreciation for the quality of life we now enjoy, family history would still be worth the effort and the cost it takes to uncover it.(156-160)

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APPENDIX D

Post-assessment Test

PERSONAL AND FAMILY HISTORY

POST-ASSESSMENT

NAME_____ CLASS TIME_____

1. Define genealogy.

2. Define family history.

3. From the class presentation, give an example of what our ancestors may have been like.

4. From the class presentation, give an example of what life was like for our ancestors.

5. Because of the class presentation, explain one way in which we can better appreciate our forebears.

6. Based on the class presentation, how can you better understand the past?

7. Have your feelings of family history been changed in any way by the class presentation? If so how?

8. List the most important thing you learned from the presentation on family history.